



Lockett Elementary

1349 Dorange Road
Branchville, SC 29432

Grades	PK-6 Elementary School	
Enrollment	338 Students	
Principal	Hercules Busby	803-274-8588
Superintendent	Dr. Floride M. Calvert	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Good
2007	Average	Good
2006	Average	Below Average
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

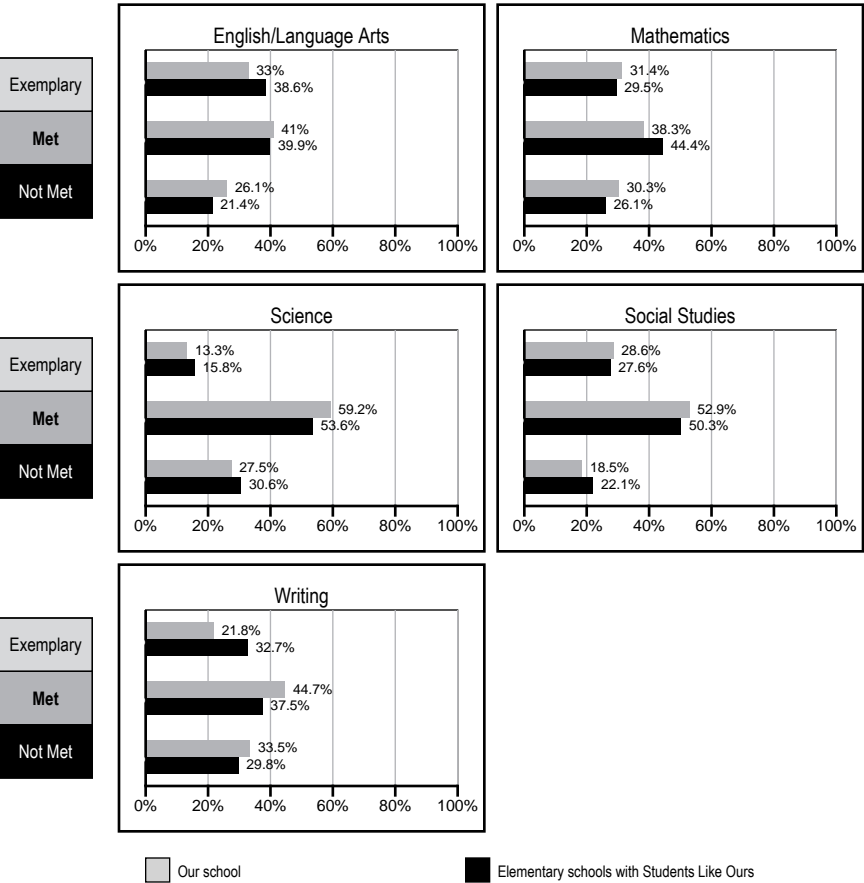
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	72	3	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=338)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	2.0%	1.9%
Attendance rate	94.8%	Down from 95.5%	96.2%	96.3%
Eligible for gifted and talented	8.6%	Down from 8.7%	10.8%	10.0%
With disabilities other than speech	4.6%	Up from 4.0%	9.2%	7.7%
Older than usual for grade	0.7%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.5%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	45.5%	Down from 47.8%	59.1%	59.4%
Continuing contract teachers	95.5%	Up from 91.3%	84.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.3%	Down from 93.8%	86.7%	85.9%
Teacher attendance rate	96.7%	Up from 96.2%	95.1%	95.1%
Average teacher salary*	\$51,458	Up 4.5%	\$47,262	\$47,149
Professional development days/teacher	16.3 days	Down from 16.8 days	11.8 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 89.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,573	Up 1.5%	\$7,291	\$7,458
Percent of expenditures for instruction**	65.0%	Down from 66.3%	68.0%	68.8%
Percent of expenditures for teacher salaries**	61.6%	Up from 61.0%	63.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Report of the Principal and School Improvement Council

Lockett Elementary is located near the town of Branchville, South Carolina. Lockett is a small rural public school that sits on the same campus as Branchville High School and Branchville Middle School.

A nurturing and caring faculty and staff makes Lockett Elementary a great educational facility to provide educational opportunities to all students. The combined efforts of the faculty, staff, students, administration and the community, provides the best educational opportunities to its students.

Parental support is a plus for Lockett Elementary.

Lockett Elementary consistently scores at or above the state level on the PACT test, and leads the district in most categories on the PACT test.

"Expect the best at LES" expresses high expectations for all students throughout the learning process. PACT tests played a significant role in student achievement for many years. PACT's replacement test, PASS, will continue to assess our students as they reach their greatest academic achievement.

For the past several years, Lockett Elementary has been awarded the Palmetto Silver Award, Red Carpet Award, Orangeburg County Summer reading Award, Health Factor Award, 1st and 3rd place state in Junior Beta competition, State Superintendent District Writing Award Winner and numerous other recognitions.

Our report card rating for 2008, Absolute, Average, Improvement, Good is indicative of the success our students experience at Lockett Elementary. However, we missed AYP by just one standard this past year (16 of 17).

Lockett Elementary is committed to academic achievement for all students. Teaching and exposing every child to a variety of educational opportunities is our primary focus. With the assistance of our stakeholders, we can consistently provide the educational opportunities for all students.

Correspondence through newsletters, flyers, invitations, phone tree, agendas, etc., helps us inform stakeholders of programs and events at the school.

Working together for all students, helping them reach their fullest potential and seeing success is our main goal at Lockett Elementary.

As we continue to strive for the excellence in academic achievement, we invite all stakeholders to visit our school and participate in the educational process of all students.

Tracy Ott, Chairperson, SIC
Hercules Busby, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	37	22
Percent satisfied with learning environment	100.0%	94.6%	95.5%
Percent satisfied with social and physical environment	100.0%	97.3%	86.4%
Percent satisfied with school-home relations	90.5%	100.0%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	196	99.5	25.7	41.2	33.2	86.6	74.9	82.8	Yes	Yes
Gender										
Male	106	100	27.9	43.3	28.8	82.7	70	79.3	N/A	N/A
Female	90	98.9	22.9	38.6	38.6	91.6	80.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	127	99.2	21.8	38.7	39.5	87.9	82.5	89.5	Yes	Yes
African American	68	100	33.9	46.8	19.4	83.9	67	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	25	100	43.5	39.1	17.4	65.2	44.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	34.6	38.3	27.1	83.2	69.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	196	99.5	29.9	38.5	31.6	79.7	67.4	78.9	Yes	Yes
Gender										
Male	106	100	31.7	38.5	29.8	79.8	66.3	77	N/A	N/A
Female	90	98.9	27.7	38.6	33.7	79.5	68.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	127	99.2	23.4	37.1	39.5	83.9	77.5	87.2	Yes	Yes
African American	68	100	43.5	41.9	14.5	71	56	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	25	100	52.2	39.1	8.7	56.5	34.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	37.4	40.2	22.4	72.9	61	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	124	99.2	26.9	59.7	13.4	73.1	56.4	67.5
Gender								
Male	73	100	28.2	60.6	11.3	71.8	53.3	67
Female	51	98	25	58.3	16.7	75	59.7	68
Racial/Ethnic Group								
White	82	98.8	23.8	58.8	17.5	76.3	67.9	79.5
African American	41	100	34.2	60.5	5.3	65.8	43	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	43.8	26.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	73	100	31.9	58	10.1	68.1	48.6	55.1

Social Studies

All Students	125	99.2	18.5	52.9	28.6	81.5	59.5	72.3
Gender								
Male	59	100	13.8	50	36.2	86.2	60.7	71.5
Female	66	98.5	23	55.7	21.3	77	58.1	73.2
Racial/Ethnic Group								
White	73	98.6	14.1	49.3	36.6	85.9	68.3	80.7
African American	51	100	25.5	59.6	14.9	74.5	50.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	53.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	15	100	33.3	53.3	13.3	66.7	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	67.9
Socio-Economic Status								
Subsided meals	76	100	20.8	56.9	22.2	79.2	53	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	195	99	33.2	44.9	21.9	66.8	56.5	70.2	94.8	95.3
Gender										
Male	106	99.1	43.3	42.3	14.4	56.7	48	63.2	94.3	94.9
Female	89	98.9	20.5	48.2	31.3	79.5	66.1	77.5	95.4	95.6
Racial/Ethnic Group										
White	128	98.4	29.8	44.4	25.8	70.2	64.7	79.1	93.9	94.6
African American	66	100	40.3	45.2	14.5	59.7	47.7	57.6	96.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96.1	92.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	47.4	62.6	95.5	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	96
Disability Status										
Disabled	22	95.5	N/AV	N/AV	N/AV	20	12	26.1	92.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	93.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	40	61.2	95.2	96.2
Socio-Economic Status										
Subsidized meals	112	99.1	38.7	42.5	18.9	61.3	49.4	58.9	94.3	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	31	31	38.1	69
	4	53	98.1	27.5	41.2	31.4	72.5
	5	53	100	23.1	55.8	21.2	76.9
	6	45	100	21.4	33.3	45.2	78.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	54.8	31	14.3	45.2
	4	53	98.1	21.6	37.3	41.2	78.4
	5	53	100	25	44.2	30.8	75
	6	45	100	21.4	40.5	38.1	78.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	33.3	61.9	4.8	66.7
	4	53	98.1	23.5	54.9	21.6	76.5
	5	26	100	23.1	65.4	11.5	76.9
	6	23	100	33.3	61.9	4.8	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	23	100	23.8	57.1	19	76.2
	4	53	98.1	17.6	49	33.3	82.4
	5	27	100	19.2	57.7	23.1	80.8
	6	22	100	14.3	52.4	33.3	85.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	46	100	46.5	32.6	20.9	53.5
	4	52	98.1	31.4	47.1	21.6	68.6
	5	53	98.1	27.5	54.9	17.6	72.5
	6	44	100	28.6	42.9	28.6	71.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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